

**TEACHER'S BELIEFS AND CLASSROOM PRACTICES  
IN TEACHING ENGLISH FOR SPECIFIC PURPOSES  
IN VOCATIONAL HIGH SCHOOL**

**(A Case Study at SMK Farmasi Majenang Grade XII  
in the Academic Year of 2015/2016 )**

**A THESIS**



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## **PRONOUNCEMENT**

This is to certify that I myself write this thesis entitled “ Teachers’ Beliefs and Classroom Practices in Teaching English for Specific Purposes in Vocational High School (A Case Study in SMK Pharmacy Majenang)”. It is not plagiarized or made by others. This thesis does not contain any other’s work except for some parts from other work as the reference is written in quotation by following the procedure and ethics of academic writing. If then this pronouncement is incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, October 2015

Pipit Mulyah

## ABSTRACT

Pipit Mulyah. S891408035, 2015. *Teachers' Beliefs and Classroom Practices in Teaching English for Specific Purposes in Vocational High School*. First Consultant: Dra. Dewi Rochsantiningsih, M.Ed, Ph.D, Second Consultant: Dr. Hersulastuti, M.Hum. Thesis. English Education Department, Graduate School of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta.

The objectives of the research are: (1) to identify the beliefs that teachers have related to teaching English for Vocational Purposes; (2) to find out the implementation of teacher's beliefs in the teacher classroom practices; (3) to identify the factors which influence the teachers' beliefs; (4) to identify the teacher's challenges in teaching English for specific purposes in Vocational high school; (5) to find out teacher's solutions to solve the challenges in implementing their beliefs.

This research was carried out through a case study. It was conducted towards two English teacher in SMK Farmasi Majenang from August to September 2015. The data were collected by interviewing the two English teachers, observing the teaching and learning process, and collecting documents from the teachers. The data was in the forms of interview transcript, field notes, and documents. Then Miles and Huberman method was used to derive theory from the data. The findings show: (1) there are nine beliefs which include; beliefs about subject matter and curriculum, beliefs about teaching and learning, beliefs about learners, beliefs about assessment, beliefs about school context, beliefs about self and beliefs about teaching as profession; (2) there is inconsistency between teachers' beliefs about teaching and learning, curriculum, learners and assessment; and its classroom practices; (3) there are four factors which influence the teachers' beliefs, which include: teachers' experiences, teachers' educational pathway, teachers' life experiences and social background, and teachers' school context; (4) there are four challenges to teach ESP in SMK such as they have no basic knowledge and experience about teaching ESP, the students are not motivated in learning English, the lack of teaching sources and facilities, and the different demands between teaching English for specific purposes and English for general purposes; and (5) the teachers solve the obstacles by modifying the teaching and learning process and planning a new program which is called English club for Pharmacy as an extracurricular.

Since teachers' beliefs have a powerful impact on teachers' classroom practices, teachers should develop good and appropriate beliefs. Dealing with the challenges in implementing their beliefs, teachers are required to build their competences in order to be able to teach better. Teachers need to continue reflecting and enriching their beliefs and knowledge of the basic principles in teaching English for SMK.

**Keywords:** *English teachers' beliefs, classroom practices, English for Vocational High School, Case Study*

## **MOTTO**

Man Jadda Wa Jadda

Man Shabara Zhafira

(Ahmad Rifa'i Rif'an)

## **DEDICATION**

This thesis is dedicated to:

My parents, Siti Sangidah, Solihatun and Nurudin; my sisters: Mukaromah S.Pd.I and Irhasul Karimah and my brothers: Zuli Fathurrohman, A.Md, Abdul Rozak Nur Faiq who always give me prayer, support, and encouragement.

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Lastly, I humbly welcome any sort of criticism and suggestions for further improvement by contacting my e-mail: pipitmulyah@gmail.com.

Surakarta, October 2015

Pipit Mulyah



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## **LIST OF ABBREVIATION**

ESP	: English for Specific Purposes
EGP	: English for General Purposes
VHS	: Vocational High School
SHS	: Senior High School
SMK	: Sekolah Menengah Kejuruan
SMA	: Sekolah Menengah Atas
BSNP	: Badan Standar Nasional Pendidikan (Board of National Education Standard)
L1	: First Language
L2	: Second Language
Teacher IW	: English Teacher Participated in the Research
Teacher KS	: English Teacher Participated in the Research
Student TR	: Student Participated in the Research
student WP	: Student Participated in the Research

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